

## STAFF WELLBEING INDICATORS

Rate the following staff wellbeing processes and indicators such that:

3 = Mostly; 2 = Sometimes; 1 = Never

### A. We have caring and supportive relationships

<b>A1</b>	I am a proud member of my school community	
<b>A2</b>	I feel valued at my school	
<b>A3</b>	There is a strong sense of collegiality amongst our staff	
<b>A4</b>	Our staff understands, supports and cares for one another	
<b>A5</b>	I feel comfortable discussing work problems with my colleagues	
<b>A6</b>	Our staff solves problems together constructively	
<b>A7</b>	Our staff acts as mentors and critical friends for each other	
<b>A8</b>	I provide support to colleagues' experiencing personal or professional difficulties	
<b>A9</b>	Our staff celebrates each other's achievements and events like birthdays	
<b>A10</b>	Our staff welcomes and values feedback from colleagues	
<b>A11</b>	Our staff respects each other, irrespective of their roles	
<b>A12</b>	I have a good relationship with my school's administration	
<b>A13</b>	New members of staff are welcomed, valued and supported at the school	
<b>A14</b>	I am understood and supported by the administration	
<b>A15</b>	Our administration is concerned and cares about the wellbeing of the staff	
<b>A16</b>	I get on well with our students at the school	
<b>A17</b>	I maintain regular communication with the parents/carers	
	<b>Targets for Improvement:</b>	

### B. We are meaningfully and influentially engaged in the school community

<b>B1</b>	I am well informed about the school's policies	
<b>B2</b>	I have autonomy to adapt the curriculum and assessment according to the needs of my students	
<b>B3</b>	I am given particular roles and responsibilities at the school	
<b>B4</b>	We have the space to discuss and resolve school issues together	
<b>B5</b>	I have the opportunity and support to develop my own strengths at the school	
<b>B7</b>	I participate actively in staff meetings and school development sessions	
<b>B8</b>	I am actively involved in curriculum planning and policy development	
<b>B9</b>	Our staff are highly committed and sets high professional standards	
<b>B10</b>	I am provided with adequate support, resources and technology in my work	
<b>B11</b>	I plan, work and share practice and resources with my school colleagues	
<b>B12</b>	There are a number of teaching partnerships and mentoring schemes in our school	
<b>B13</b>	Our school has procedures to promote staff collaboration and constructive conflict resolution	
<b>B14</b>	All members of our staff are treated equally and their contribution is equally valued	
<b>B15</b>	I feel confident and competent in addressing the social and emotional needs of the students	
<b>B16</b>	Our school organises professional learning days for staff in child development, mental health and behaviour management	
	<b>Targets for Improvement:</b>	

<b>C. Our emotional well-being and education are adequately addressed and supported</b>		
<b>C1</b>	Our school organises professional learning days for staff on its own health and wellbeing	
<b>C3</b>	Our school acknowledges and celebrates the staff's strengths and achievements	
<b>C4</b>	We have adequate designated areas where we can take a break	
<b>C5</b>	Our staff has opportunities to socialise and connect with each other	
<b>C6</b>	I have opportunities to be creative and autonomous in my work	
<b>C7</b>	I have opportunities to apply for positions, roles and promotions	
<b>C8</b>	Our school is a safe and secure place in which to work	
<b>C9</b>	Our school has adequate provisions to address staff bullying, harassment or discrimination by administration, colleagues, students or parents	
<b>C10</b>	Our school has provisions in place to safeguard the health and safety of our staff	
<b>C11</b>	Our school has a policy to prevent and reduce staff stress and burnout	
<b>C12</b>	Our school provides extra support to staff working with vulnerable and/or challenging students	
<b>C13</b>	Our school has provisions for quick access to professional advice and assistance for our staff	
	<b>Targets for Improvement:</b>	

Scales adapted from: Cefai, C., Cavioni, V. 2014. *Social and Emotional Education in Primary School: Integrating Theory and Research into Practice*. Springer, New York.